



James Simons Elementary

741 King Street
Charleston, SC 29403

Grades	PK-6 Elementary School	
Enrollment	319 Students	
Principal	Lynn Owings	843-724-7763
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	Below Average
2008	At-Risk	At-Risk
2007	Below Average	Below Average
2006	Below Average	Below Average
2005	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

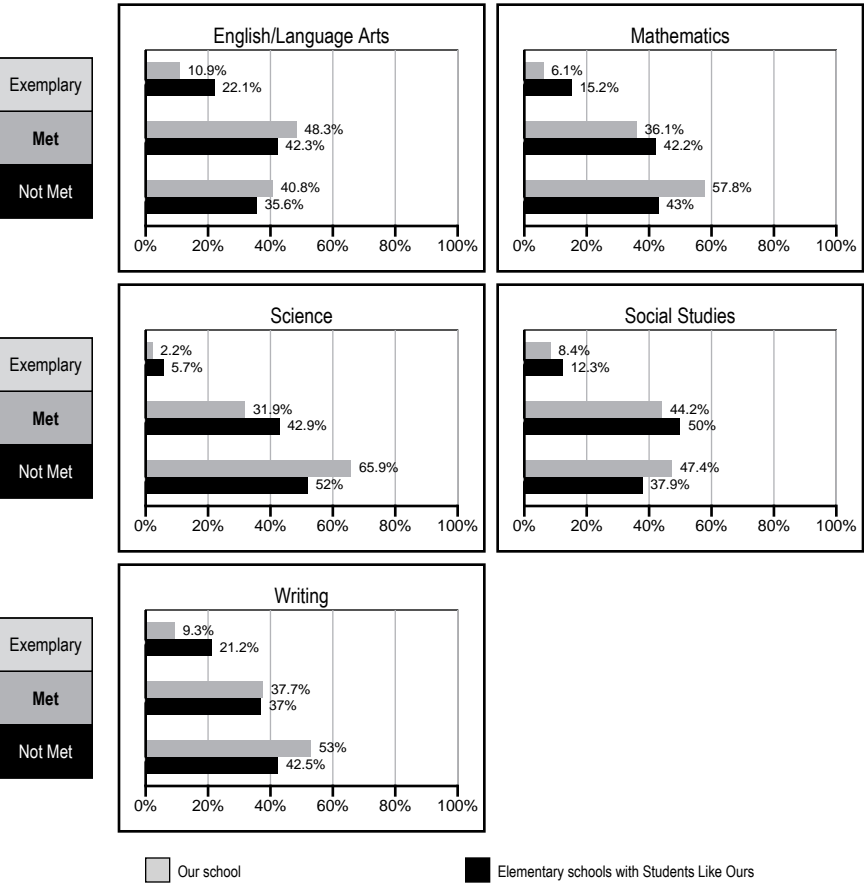
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	70	64	32

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=319)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.8%	Down from 4.6%	2.5%	1.9%
Attendance rate	96.7%	Down from 96.9%	96.0%	96.3%
Eligible for gifted and talented	1.2%	Down from 5.7%	3.3%	10.0%
With disabilities other than speech	4.5%	Up from 2.3%	7.5%	7.7%
Older than usual for grade	0.8%	Down from 2.2%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.6%	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	40.0%	Down from 44.4%	57.1%	59.4%
Continuing contract teachers	40.0%	Up from 37.0%	71.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 5.9%	0.0%	0.0%
Teachers returning from previous year	71.7%	Down from 79.2%	82.0%	85.9%
Teacher attendance rate	96.1%	Down from 98.0%	95.2%	95.1%
Average teacher salary*	\$43,249	Up 2.2%	\$45,725	\$47,149
Professional development days/teacher	9.5 days	Down from 14.2 days	10.7 days	11.1 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	15.2 to 1	Up from 13.1 to 1	16.7 to 1	18.8 to 1
Prime instructional time	91.8%	Down from 94.0%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$8,096	Up 0%	\$8,624	\$7,458
Percent of expenditures for instruction**	65.7%	Down from 70.5%	68.2%	68.8%
Percent of expenditures for teacher salaries**	60.0%	Up from 59.2%	62.0%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

James Simons Elementary School is a Title I school located in the inner city of Charleston serving children pre-kindergarten to grade six. The enrollment is 310 with a poverty index of 90%. Our staff is passionate about teaching and learning and strive to create a positive, nurturing school environment.

Initiatives underway for improvement include rigorous and differentiated curriculum, with an emphasis on small, flexible groups designed to meet children at their functioning level and accelerate achievement. Professional development is an integral part of our school week. Weekly activities include standards based instruction, monitoring mastery of taught material, as well as the implementation of readers and writers workshop and data driven instructional decision making.

Children are challenged to achieve and our highly qualified teachers and staff are committed to improving student achievement for all James Simons students.

Increased student decision making is in place through Positive Behavior Intervention and supports, Safety Patrols and Student Council. The PBIS discipline model is practiced at James Simons with recognition opportunities and incentives for students making appropriate choices in school.

Collaboration with community agencies will continue in an effort to provide assistance for specific student and family needs. Parents will be provided with information and resources to enhance student learning. Communication with parents will include student agenda books, monthly calendar of events, newsletters, phone calls, e-mails, Report Cards, monthly progress checks, and notes.

Efforts to increase parental involvement includes vigorously recruiting parents to attend school events, volunteer and participate in the many decision-making committees. We believe that community involvement is also a necessary component for school success and are working toward strengthening our bonds and partnerships with local faith based organizations as well as businesses.

Lynn Owings, Principal
Tiffany Taylor, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	32	9
Percent satisfied with learning environment	69.2%	75.0%	I/S
Percent satisfied with social and physical environment	78.6%	83.9%	I/S
Percent satisfied with school-home relations	28.6%	71.0%	I/S

* Only students at the highest elementary school grade level and their parents were included.

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CSI
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	17.5%	0.0%	No
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	154	98.7	40.8	48.3	10.9	73.5	84.9	82.8	Yes	Yes
Gender										
Male	77	98.7	45.9	43.2	10.8	66.2	81.8	79.3	N/A	N/A
Female	77	98.7	35.6	53.4	11	80.8	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	N/A	N/A	N/A	N/A	95.8	89.5	I/S	I/S
African American	150	100	41.4	47.6	11	73.1	74.8	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.4	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.3	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	94	82.5	I/S	I/S
Disability Status										
Disabled	22	90.9	60	25	15	50	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	139	100	43.3	47	9.7	72.4	74.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	154	98.7	57.8	36.1	6.1	57.1	81	78.9	No	Yes
Gender										
Male	77	98.7	52.7	39.2	8.1	63.5	79.3	77	N/A	N/A
Female	77	98.7	63	32.9	4.1	50.7	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	N/A	N/A	N/A	N/A	94.6	87.2	I/S	I/S
African American	150	100	58.6	35.2	6.2	56.6	67.9	66.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.7	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92	79.5	I/S	I/S
Disability Status										
Disabled	22	90.9	60	30	10	50	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	139	100	59	35.8	5.2	56	69.2	70.2	No	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	94	100	65.9	31.9	2.2	34.1	68.9	67.5
Gender								
Male	48	100	66	29.8	4.3	34	68.2	67
Female	46	100	N/AV	N/AV	N/AV	34.1	69.6	68
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.4	79.5
African American	92	100	66.3	31.5	2.2	33.7	48.1	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.6	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	84.4	71.2
Disability Status								
Disabled	14	100	N/AV	N/AV	N/AV	21.4	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	58.3	59.6
Socio-Economic Status								
Subsided meals	85	100	68.3	29.3	2.4	31.7	50.2	55.1

Social Studies

All Students	98	100	47.4	44.2	8.4	52.6	76.8	72.3
Gender								
Male	48	100	43.5	43.5	13	56.5	75.3	71.5
Female	50	100	51	44.9	4.1	49	78.4	73.2
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	91.5	80.7
African American	97	100	47.9	43.6	8.5	52.1	62.7	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	13	100	53.8	38.5	7.7	46.2	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	71.6	67.9
Socio-Economic Status								
Subsided meals	89	100	48.8	41.9	9.3	51.2	64	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	159	97.5	52.7	38	9.3	47.3	74.1	70.2	96.7	96
Gender										
Male	80	96.3	59.2	28.9	11.8	40.8	67.8	63.2	96.4	95.9
Female	79	98.7	45.9	47.3	6.8	54.1	80.6	77.5	97.1	96.1
Racial/Ethnic Group										
White	2	I/S	N/A	N/A	N/A	N/A	90.4	79.1	99.9	95.9
African American	155	98.7	52.7	37.8	9.5	47.3	59.2	57.6	96.7	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.9	86.2	98	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.1	62.6	N/A	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	84	68.7	77.2	95.8
Disability Status										
Disabled	22	86.4	N/AV	N/AV	N/AV	21.1	29.6	26.1	97.2	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.2	61.2	N/A	96.5
Socio-Economic Status										
Subsidized meals	144	98.6	53.3	38	8.8	46.7	59.1	58.9	96.5	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	44	95.5	31	47.6	21.4	69
	4	40	100	38.5	56.4	5.1	61.5
	5	40	100	62.2	35.1	2.7	37.8
	6	30	100	31	55.2	13.8	69
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	44	95.5	69	19	11.9	31
	4	40	100	48.7	46.2	5.1	51.3
	5	40	100	N/AV	N/AV	N/AV	24.3
	6	30	100	31	62.1	6.9	69
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	21	100	N/AV	N/AV	N/AV	33.3
	4	40	100	56.4	38.5	5.1	43.6
	5	18	100	N/AV	N/AV	N/AV	11.8
	6	15	100	N/AV	N/AV	N/AV	35.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	21	100	47.6	47.6	4.8	52.4
	4	40	100	25.6	56.4	17.9	74.4
	5	22	100	N/AV	N/AV	N/AV	15
	6	15	100	N/AV	N/AV	N/AV	46.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	46	95.7	40.9	38.6	20.5	59.1
	4	41	100	53.8	35.9	10.3	46.2
	5	40	100	78.9	18.4	2.6	21.1
	6	32	93.8	N/AV	N/AV	N/AV	65.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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